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ABSTRACT

At the beginning of its second 50 years the American Association of Colleges for Teacher Education (AACTE), a national voluntary consortium of more than 830 colleges and universities, is proud of its achievements and points to unmatched public concern as it continues efforts to promote the preparation of effective teachers in response to today's needs. AACTE's influencing activities grow from its interorganizational interactions with numerous groups in the education community as well as from intra-AACTE relationships. The Executive Committee, representative of the broad institutional base, along with the headquarters staff and various other committees and special project staffs share with collegiate colleagues their experiences, expertise, and perspectives gained through nationwide activities. The annual meetings provide a forum. Direct assistance is provided to constituents through several types of involvement, e.g., consultative and information services, recognition of exemplary programs, funding aid. AACTE is committed to stimulation of excellence through accreditation of preparation programs conducted by institutions. It promotes international understanding and competence through programs on campuses and abroad. Through specially funded projects, such as the one in urban leadership development, it assists in setting up programs and in generating and disseminating new ideas. (Included are the Association's objectives and a description of its organizational structure.) (JS)

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Progress and Prospects: the state of the Association

the American Association Of for Teacher Education Colleges

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AACTE

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Foreword

THIS REPORT DESCRIBES the workings of AACTE—what it is, what it does, who it is—and the setting in which it operates. Any record of stewardship, and this report is but a beginning of one, may not overlook the all-important climate in which an association functions. That climate, the present state of our nation, poses a greater challenge than ever before to all who are dedicated to preparing better teachers. We may differ mightily on the road to travel to reach that goal, but we are all agreed on the importance of the journey.

Recent months have seen AACTE chart the field of teacher education with new energies and resources, with fresh insights and approaches. The results of these undertakings have also been shared more effectively among its members. For AACTE is nothing if not the sum of its member institutions—and more. The added ingredients are two. First, there is the dedicated headquarters staff itself, working full time to gather and disseminate, to study and advise, a veritable Committee of Correspondence to keep the members advised of the progress of the revolution in our field. Second, there is the idea and activity of "association" itself. It is no accident that the right of association is anchored both in common law and in our American Constitution. It is through our associations that we Americans have avoided the excesses of dependence on the state and of complete individualism. At no time has that creative balance been more urgently needed than

today. Never before have the energy, enthusiasm, and professional commitment of our member institutions been more important to AACTE; never before has AACTE been more important to the nation.

We have tried to set forth what is the most enlightened thought in the field. While we do not advocate one course or another, we feel it necessary to give currency to new and viable solutions to the problems that beset us in today's complex world of education. How well we finally accomplish our purpose, whether we truly commit all that is best in ourselves—in our "associated" capacities—to the best in teacher preparation, will be for our children to witness or to censure.

November 1969

Edward C. Pomeroy
Executive Secretary

The Setting in Which AACTE Functions

An organization is complex. It operates in several interlocking "establishments," sometimes among conflicting organizations, agencies, and enterprises. This report looks at the context in which the Association seeks its unique role. The activities and services here recorded are—like the world, society, and the education community—subject to change, for the Association is ever-changing. It seeks to maintain the best of the past; "the past is prologue" is here a most appropriate emphasis.

The State of AACTE

AT THE BEGINNING of its second fifty years of service, the Association can point to an unmatched public concern for teacher education. A consortium of more than 830 colleges and universities, AACTE is proud of its achievements and intends to capitalize on the strengths of a national voluntary association. Those strengths are not always immediately apparent; one would not necessarily be aware of the hundreds of man-hours contributed on campuses, in committees, and in projects. This report is an accounting of how AACTE has used human and material resources to promote the preparation of effective teachers —the bond which unites diverse institutions into an influential association body.

When one weighs the magnitude of the task—that of promoting lifelong preparation dedicated to serving all learners—against public consciousness, resources, and increasing sophistication in teacher preparation, neither buoyant optimism nor gloomy pessimism is indicated. The collective resources of the Association—its distinguished pool of leadership, its variety of talents—make a unique plus; and the substantial achievements of the past year provide a solid foundation for the AACTE's forward look. A balanced optimism, then, seems appropriate at this juncture in the history of AACTE.

The genius of the Association lies in providing, concurrently, varied avenues for converting optimism and commitment into achievement. Continued membership growth, expanded programs, and involvement in the affairs of the education—and larger —community are some indices of organizational soundness. Responsiveness to conditions and societal needs has been a major factor in receiving support from institutions, agencies, enterprises, and other organizations.

The State of the Nation

AT NO TIME in history have the American people faced more disquieting concerns and challenges. The world human family dares Americans to share their cultural, spiritual, and material wealth and legacies without *imposing* them on others. Man explores the extremities of space and oceans, he walks on the surface of the moon; yet all around him rages a cacophony of agonizing cries for peace, the thundering clash of armaments, harangues of hatemongers, and the insidious aftermath of suspicion, greed, and fear. There are gaps between races, nationalities, religious groups, ages, and socioeconomic classes. The American people are challenged to provide bone and muscle for their spiritual heritage: *free man with individual dignity and worth*. America's economics and politics, her organizations, her agencies, her institutions, and her technology are being called on to serve—as never before—*all ages and conditions of men*. The

whole nation is being challenged to convert dreams into realities. The national fabric, woven in older days for older ways, is being stretched to the point of disintegration. Hopefully, the magnitude of tasks ahead will call forth a great response.

The State of American Education

MANY CITIZENS and educators charge that the schools have remained inflexible in the face of a rapidly changing society and world. Others point to very real achievements of American schools. The schools did provide rudimentary education for the frontiersmen. They helped a polyglot people to become Americanized. They helped to develop an ethic based on occupational skills and productivity. They turned out combination technician-dreamers who could explore outer space. They helped forge simple political acumen and attitudes which facilitated a remarkably gradual evolution; this, in retrospect, appears revolutionary. They maintained an awareness of the American dream of freedom, equality, and brotherhood. In fact, the school served as a philosophical font as well as a place where the three R's were taught. Proof of its success is today's awareness that the school must face squarely the issues of today and tomorrow.

What are the demands placed on the schools? (a) The schools must be relevant to the times. (b) They must be responsive to community aspirations and needs. (c) The curriculum must promote a sound self-concept, personal competence, and civic-economic skills. (d) The school's "products" must be effective today and capable of several retoolings for new work-related and civic tasks. (e) The schools must promote pride in and loyalty to diverse races, religions, and nationalities, while providing adequate preparation to live in a unified nation in a "shrinking" world. Teacher preparation programs—and those for supporting personnel—are challenged to include knowledge, competencies, and insights compatible with today's world. That complex, changing world requires school staffs of exceptional understanding and competence.

The State of Teacher Education

TEACHER EDUCATION is in the limelight. Only where there are effective school personnel can sound organizational patterns; a solid curriculum; and good facilities, equipment, and materials achieve their potential. The patterns of teacher education programs are changing. The resources; the kinds of persons involved; the agencies, organizations, and enterprises which participate; the length and depth of programs required; the accreditation and certification patterns which are in effect; the response to global challenges; these and innumerable other factors are all undergoing change. The Association has always been in the mainstream of American teacher education—it had to be to fulfill its function—and it has encouraged its constituency to respond with vision and vigor as well.

The AACTE Response

Alive to needs and committed to service, AACTE has maintained a very active program and it anticipates vigorous programs in the years ahead. Arbitrary classifications of its activities are offered here to encourage analysis and interpretation; in practice, functions tend to be carried on concurrently.

Influencing Activities

A CONSORTIUM of hundreds of colleges and universities, AACTE is in a key position to influence the development of constructive goals for teacher education and to encourage a level of support needed to attain them. The Association frames the collective strength derived from the interaction of tens of thousands of teacher educators, educators from departments and schools of education as well as from the subject matter departments and all-campus administrative divisions. From this broad base each institution names three official representatives. The Executive Committee, various other committees, and the headquarters staff—supplemented by special project staffs—can share with collegiate colleagues their experiences, expertise, and perspectives gained through nationwide activities. The Annual Meeting provides a forum for delineating issues, identifying alternatives, and stimulating action—a function which cannot be overestimated; contacts established there last for years.

State liaison representatives are in a position to provide for two-way interaction between officers, headquarters staff, and institutional representatives and their colleagues. To capitalize on the potentialities of these representatives, state AACTE-related organizations are being established in several places to provide a means for statewide collaboration of AACTE member institutions.

AACTE does not stand alone. There are numerous related organizations which share its interest in promoting better teacher education. In addition to intra-AACTE relationships, there are innumerable *inter*organizational dialogues and activities. Associated Organizations for Teacher Education (AOTE), an organization of groups with a collective membership of more than 100,000, is actively supported by AACTE; and it, in turn, has representation on the AACTE Executive Committee. The AOTE provides a vehicle for exchanging viewpoints from different perspectives as well as a means of collaborating in activities.

There are scores of Washington-based groups which share many of AACTE's educational concerns. The Association staff and officers are involved in a continuing interchange of ideas and information in special-interest groups and in formal meetings where AACTE representatives may influence and be influenced. This proximity is a major value in having the headquarters office in the nation's capital—a city which, increasingly, is becoming the nation's education capital.

Another major advantage of being Washington-based has come rapidly to the fore. Reflecting the impact of government on the preparation of school personnel, AACTE recently established a Committee on Government Relations. It assigned a staff member to coordinate efforts to stimulate such state and national conditions and level of support as are required for today's educational needs. Contacts have been established with key executive branch agencies and legislative committees most relevant to AACTE's constituency. The Association is helping federal efforts to develop sound programs and aiding institutional members in related endeavors. The Association also is studying varied state-level actions which

are influencing teacher preparation programs. Through regular personal contacts and publications, the Association's reputation for being a source of sound facts, representative ideas, and objective proposals and reactions has increased receptivity of government officials to the influence of the AACTE family of institutions.

Much influence of AACTE is intangible. Over the years diverse individuals from many kinds of institutions have found a common meeting ground. As they have met and shared, their influence has increased through their institutions, through AACTE's nationwide and worldwide activities, and through inter-organizational activities. It is difficult to think of sound teacher education programs without the influence of AACTE, the major professional group devoted to improving collegiate teacher education programs.

- Without the forum provided by AACTE, who would seek to influence the nation and its education community?
- Without AACTE, how many exemplary programs would remain hidden?
- Without AACTE, who would provide a means for identifying and developing teacher education leadership?
- Without AACTE, what would be the connecting link between teacher educators in diverse institutions?
- Without AACTE, where would other organizations, agencies, and enterprises turn for feedback on ideas and proposals?
- Without AACTE, where would informal personal and professional relationships be established?
- Without AACTE, where would individuals find the chance to talk with collegiate officials to find the "right" person for the "right" position?

There are many other intangibles in the life of AACTE. While the Association stands on its record for visible accomplishments, it also points to its continuing presence as a visible reminder of the teacher education community, its readiness to respond to rapidly changing conditions, and its networks of formal and informal

interactions with the many supporting and cooperating persons in the organizations, institutions, and agencies which make up the education community. Like many values hard to describe and to measure, the reality of AACTE is felt by those who experience in it a sense of community.

Helping and Facilitating Roles

IN ADDITION to being a data-gathering and contemplative body, the AACTE provides direct assistance to its constituency. Its action orientation is a major attraction for its constituency in the field—people who are under pressure to *do something* to develop school personnel. Several kinds of systems illustrate AACTE involvement:

- *The staff* with its extensive contacts and involvements in the mainstream of education often provides assistance to teacher educators.

- *Committees and projects* provide much tangible assistance to institutions as well as increase the fund of knowledge available to them. Committees collect data and sponsor informative reports; they also develop leaders who can then serve in key roles on campus, in other AACTE activities, and in the activities of other professional groups. Committees often develop funding proposals, and resulting activities may be carried on by the staff, the committee members, or the staffs of various AACTE member institutions or consortia. Further, the committees often conduct projects in behalf of all of the members of the Association. In a number of instances the Association has become involved in activities too extensive for committees or the regular staff to supervise. In these cases a special staff, often guided by advisory committees, carries out major projects.

- *Consultants* of the AACTE Consultative Service for Teacher Education provide advice and counsel on specific problems and general aspects of effective teacher preparation programs. The AACTE office helps to secure, in cooperation with the institution

requesting service, a consultant who can help the institution to identify problems in relation to objectives, alternative solutions and steps, and means to solve problems and attain institutional potentiality. Helping an institution to prepare for accreditation by the National Council for Accreditation of Teacher Education, reorganize teacher education councils, and increase utilization of various instructional media are examples of services provided. The Consultative Service is available to institutional officials who wish to benefit from its perspectives, experiences, and competencies. An advisory committee from the field helps the staff to assess the Consultative Service and make it as effective as possible. The Consultative Service is concerned with a whole range of factors which influences the effectiveness of collegiate preparation programs, although assisting institutions to secure NCATE accreditation or reaccreditation is a major objective.

• *The Distinguished Achievement Awards* are one instance of how the Association publicizes and honors exemplary programs. A distinguished, broadly representative panel of judges selects from the programs submitted to it those which best exemplify creative approaches to the preparation of school personnel. Sponsoring institutions are recognized at the Association's Annual Meeting, and their programs and those of others are reported in *Excellence in Teacher Education.* The DAA program not only stimulates campus discussions on alternatives in teacher education, but also makes it possible for the staffs of institutions to visit or contact each other should the programs appear to have relevance. Promoting the exchange of ideas and information between member institutions is an important facilitating role of AACTE.

• *Serving as a clearinghouse for funding* is still another example of an Association role. The Association on occasion has obtained funds which are then subcontracted to collegiate institutions—for example, the Job Corps project, in which the Association serves as a receiving agency for funds to establish pioneer student teaching programs in Job Corps centers. The local projects funded by the

NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth were yet another example. In this case the AACTE, acting through the Institute's Steering Committee, provided federal funds to carry on a number of innovative projects whose results were then communicated to the teacher education community at large. These projects, often funded by seed money, in several instances have been continued by local funds after the federal funds were no longer available. The same kind of funding service has been provided in several international projects. The Association is a ready-made consortium of institutions which share a common effort to conduct research, to experiment, to study. It is available as a clearinghouse to receive funds, to dispense them, and to share results of funded projects in such a way as to benefit the total education community. Millions of dollars have been spent in the field as a result of AACTE's serving as a fund-receiving and -dispensing agency.

• *Information services* are provided, since no institution has adequate resources to conduct *all* needed experimentation and research. And it is important that the staffs of institutions have a means of securing ideas and information from the total education community. The AACTE has a vital role in acquiring, analyzing, interpreting, and disseminating ideas and information. In addition, the Association, in common with other professional associations, generates many new ideas, publishes them, and distributes them to the field. In a recent two-year period, the AACTE published twenty books, described by many as the best available sources of ideas and information in the field.

An additional means of reporting ideas and information is the AACTE Annual Meeting, which serves many purposes: securing ideas and information; making and renewing personal and professional acquaintances with whom ideas and information can be exchanged over the years; receiving inspiration to make programs "back home" more effective; and starting discussions with

colleagues which can be translated into action programs after the meeting is over. Other meetings of committees and various kinds of groups throughout the year provide a valuable means of communication for the Association. Generally, upon the conclusion of projects, studies, and other activities, a publication is developed to extend impact upon the profession. Reports are also contained in the *AACTE Bulletin*.

Occasionally, the AACTE, as a service, will publish materials which have been developed outside the Association. Standardized information services are supplemented by letters, phone calls, and personal contacts of the AACTE staff, officers, and members of committees. Much service is on an individualized basis; but the major information services are standardized, to serve as many people as possible.

The ERIC Clearinghouse on Teacher Education is a recent effort to provide information services. The AACTE is one of the three sponsors of the Clearinghouse and acts as fiscal agent. The Clearinghouse acquires, analyzes, abstracts and indexes, and disseminates information in forms useful to the education community. It also develops new publications on high-priority topics. AACTE played a major role in securing funds for the Clearinghouse and in developing support for its operation.

The Association is strategically located to identify new developments in the teacher education field, to secure information and ideas on those developments, and to disseminate information and ideas to its extensive network. It is in a unique position to secure information on federal education activities and to share it with the membership of the Association.

Over the years the Association, particularly its Committee on Studies, has produced ideas and information of considerable interest. These studies reflect the Association's commitment to advancing professional knowledge on a variety of topics.

How a committee effort can grow into a major Association project was exemplified in the Teacher Education and Media

Project, which produced a major proposal for revising the entire professional component of teacher education.*

A long-standing activity of the Committee on Studies has been the Research and Study in Teacher Education Series. Now in its fourteenth year, a special issue of the *AACTE Bulletin* has reported research and program development activities from AACTE member institutions. There have been eight basic kinds of data derived from the reports of research reporters on member campuses. These include scope, function, and objectives of teacher eduction; organization and administration of teacher education; college faculty and staff personnel; curriculum in teacher education institutions; instruction in teacher education programs; student personnel in teacher education; teachers and the profession of teaching; and elementary and secondary school studies. The Committee on Studies is also responsible for planning, directing, and coordinating the Association's total program of research and study.

In recent years, it has devoted major attention to developing plans for a National Center for Teacher Education, which would include a headquarters office and subcenters in the field. As envisioned by the Committee on Studies, the National Center would provide a continuing means for studying the conceptual framework within which teacher education programs could be established. The Committee on Studies has been reorganized to reflect the major components of the National Center for Teacher Education (which recently was established in skeletal form). The components are the teaching-learning process; the academic and foundation disciplines in teacher education; social forces,

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* The American Association of Colleges for Teacher Education. *A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education.* Washington, D.C.: the Association, 1964. 66 pp.

See also Media Project Final Report entitled *Professional Teacher Education: A Programed Design Developed by the AACTE Teacher Education and Media Project* (1968, 84 pp.) and *Professional Teacher Education II: A Programed Design Developed by the AACTE Teacher Education and Media Project. A Report on Workshops in Teacher Education* (1969, 100 pp.). Washington, D.C.: the Association.

trends, and educational relevance; technology in teacher education; and policy making and implementation in teacher education. The National Center, when fully developed, would be responsible for collecting, analyzing, evaluating, and placing in usable form available research, publications, programs, and data on various aspects of teacher education. Hopefully, these activities would help the faculties of teacher education institutions to improve their own teacher education programs. The National Center for Teacher Education would be an extension of the long-standing responsibility of the Committee on Studies for these activities.

Stimulating Excellence Through Accreditation

UNTIL 1954 AACTE was the official accrediting agency for teacher education; it continues to have a major interest in and commitment to stimulation of excellence through accreditation. A basic assumption is that those responsible for teacher education on each campus can benefit from the collective wisdom of the profession. The process of accreditation is a means by which the profession at large assumes responsibility for preparation programs conducted by institutions.

This outside assessment presumably brings with it the collective wisdom, broad perspective, and solid objectivity which may be lacking when a particular faculty seeks to examine its own program. Hopefully, it reflects the needs of the nation at large and provides a valuable supplement to assessments conducted by local staffs.

A major benefit is local self-study in preparation for the visiting team appointed by the National Council for Accreditation of Teacher Education (NCATE). Self-study stimulates local staffs to establish working intra-institutional relationships which can continue long after the visiting committee makes its report to NCATE. NCATE then reviews the institutional and visiting team reports and the latter's recommendations, and takes official action concerning accreditation.

The AACTE in collaboration with four other organizations established NCATE, which has been recognized as the official accreditation group for teacher education by the National Commission on Accreditation. The NCATE is nationwide and is voluntary. The AACTE has assumed a major role in strengthening NCATE. It provides a substantial financial contribution, appoints seven members to the NCATE Coordinating Board, secures the election of most of the higher education representatives to the NCATE, and is responsible for systematically studying and revising the standards. A direct benefit to member institutions is the waiver of NCATE administrative charges to AACTE members.

The AACTE Evaluative Criteria Study Committee has been charged with the responsibility for establishing improved accreditation standards for teacher education. Under the NCATE constitution adopted in 1965, AACTE has responsibility for a continuing study of NCATE standards. The Committee has sought to involve many individuals and groups in the development of new standards so that they reflect the best thinking of the field. In revised form, they have been pilot-tested in several institutions under the Feasibility Project sponsored jointly by AACTE and NCATE and partially funded through a contract with the Bureau of Research, United States Office of Education.

More than sixty societies and professional associations have been invited to participate in the development of the new standards. A number of these which presently have no guidelines for the preparation of teachers and school personnel in their particular specializations have sought the guidance of the Evaluative Criteria Study Committee and the AACTE staff in developing them. These supplementary guidelines should help collegiate faculties to relate their total preparation programs to both the general NCATE guidelines and the specialized guidelines developed by various professional organizations such as the National Council of Teachers of English and the American Personnel and Guidance Association. The Associated Organizations for Teacher Education

has been instrumental in involving many learned societies in the development of new NCATE standards as well as those pertinent to several specializations. In developing accreditation standards, and in many other ways, the AACTE provides a forum for those interested in the continual improvement of teacher education.

Promoting International Understanding and Competence

REFLECTING the increasing interdependence of this country and its world neighbors, the AACTE has promoted international programs, on campuses and abroad, which have also served the needs of developing institutions overseas.

The prospective teacher, even more than other citizens, needs to have a broad understanding of those forces which affect all mankind. More than the average citizen, he needs to have those attitudes, that knowledge, and that appreciation which will enable him to help children and youth to attain a sufficient degree of worldmindedness.

Some program examples will help to illustrate the breadth of the Association's international programs. The Administrative Intern Program provides an opportunity for collegiate administrators from developing countries to work with their counterparts in the United States. The cooperating administrators are enriched by their overseas visits during which they select "their" interns. American staffs benefit from having foreign administrators on campus for an extended period of time. The Caribbean Curriculum Development Project provided an opportunity for several American faculty members to work with their counterparts in the Caribbean area to develop courses of study, bibliographies, resource papers, a library of books and artifacts, and audiovisual materials. This project will undoubtedly enrich and improve area studies on American campuses. It was the second in a series of curriculum development projects. Previously, the Association had sponsored a similar East African Study Project. Still another example of the Association's involvement is the Central American

Social Studies Seminar, which has enabled Latin American social studies teachers to find ways to improve programs in their home areas. The Inter-Institutional Affiliations Project has helped American institutions to establish continuing relationships with overseas developing institutions, providing an interchange of ideas and information based upon the experience and insights of American college staffs.

The Association has conducted a number of international education projects and has helped its member institutions to conduct many activities. It has been an active participant in programs sponsored by the Foreign Policy Association, the World Confederation of Organizations of the Teaching Profession, the U.S. Commission to UNICEF and the United Nations, Education and World Affairs, the Council for International Educational Exchange, Phi Delta Kappa, and other organizations. The AACTE is committed to strengthening its own international programs, as an organization and through its members, and also through the collaborative efforts of AACTE and many like-minded organizations and agencies.

Two major research projects have recently been undertaken. First, there was the evaluation of Agency for International Development-supported teacher education programs overseas. Second, there was the evaluation of the AACTE-sponsored Administrative Intern Program. Both made an effort to improve teacher education programs through the development of concrete data on the effectiveness of such programs in America and abroad.

In 1968, the Association published a two-year study entitled *The World and the American Teacher.** The study was conducted in AACTE member institutions to assess current developments and to chart a future course for teacher educators and teachers in acquiring understandings, skills, and experiences in world affairs and international education.

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* Taylor, Harold. *The World and the American Teacher.* Washington, D.C.: American Association of Colleges for Teacher Education, 1968. 311 pp.

Still another major emphasis in the last year was the strengthening of the International Council on Education for Teaching. The AACTE has long been a member of ICET. Realizing that the times required a stronger ICET, the Association sent several delegates to the Annual Meeting held in Dublin, Eire, in 1968, with the express purpose of strengthening the organization. The Association committed itself, at that time, to organizing a secretariat in its Washington headquarters office, providing substantial fiscal support, and providing some time of the executive director and supporting personnel.

Conducting Specially-funded Projects

IN ADDITION to ongoing activities, the Association is responsive to the need to use its expertise and its network of collaborating institutions and individuals to carry out special projects. With an acute sense of the reality of the times and of the need to improve the worsening problems in urban schools, the Association instituted the new Urban Leadership Development Project which aims at the improvement of the preparatory programs for teachers in urban schools. The Project is being carried out cooperatively with the University of Pittsburgh, and seeks to involve a selected group of colleges and universities with limited resources for teacher education programs. It is an effort to assist them in setting up programs for today's teacher in the urban school.

The principal focus of the Comprehensive Elementary Teacher Education Models Dissemination Project is to stimulate study of ten models developed for the Bureau of Research of the U.S. Office of Education. Regional workshops in which colleges of education and state education departments can examine means of restructuring teacher education, using the models as referents, are presently under way.

Close-up: The AACTE

Basic Objectives

THE PURPOSES and objectives of AACTE are contained in the Constitution, Article II:

The purpose of this Association is to provide, through professional organization and cooperation, for continuous search for and promotion of ideas and practices which are most effective in the education of teachers. Consonant with this purpose, the major objectives of the Association are:

Section 1. To provide member institutions with the means for continuous exchange of information, experiences, and judgments concerning all aspects of teacher education.

Section 2. To stimulate and facilitate research, experimentation, and evaluation in teacher education and in related problems of learning and teaching; to serve as a clearinghouse of information and reports on these matters; and to publicize the findings of studies that have significance for the improvement of teacher education.

Section 3. To exchange reports, experiences, and ideas with educators of teachers in other countries as a means of improving teacher education and of strengthening international understanding and cooperation.

Section 4. To encourage and assist the administrators of teacher education institutions to develop greater competence, especially in their leadership of college faculties, in developing improved programs for the education of teachers.

Section 5. To cooperate with other professional educational organizations and agencies in activities designed to establish desirable directions, goals, and standards for teacher education.

Section 6. To make available to colleges and universities, upon request, professional consultant services and other practical assistance to help them improve their teacher education programs.

Section 7. To represent the education of teachers before all segments of the public as a great professional enterprise carrying special responsibilities for the development of competent citizens.

From time to time, the Constitution and Bylaws have been amended to enable the membership attain its objectives in an effective manner. Upon endorsement of a proposed change by the Executive Committee, the change is then submitted at the Annual Business Meeting. If a majority of the institutional representatives at the Annual Business Meeting approve the change, it is then submitted to each chief institutional representative, who is authorized to cast the institutional vote.

Status of Membership

IN THE LAST TEN YEARS, the Association has grown from a total of a few hundred members to a membership total of over 830.

Recently, *associate members* were received into the Association —the first time such a membership category has been available. Associate members receive all benefits of the regular members, but

their representatives may not hold office or serve on committees. The institution has up to five years to prepare for full membership. Institutions which are accredited or working toward accreditation, which have a commitment to teacher education, and which pay a minimum membership fee are entitled to associate membership. This category was developed largely for community colleges working toward four-year status, branches of four-year institutions working toward full four-year status, and institutions anticipating the development of new teacher education programs.

A list of the present AACTE members is contained in the *Directory,* a publication which is made available to institutional representatives and also published in each *Yearbook.*

Organizational Structure

AS A FIRST STEP in electing officers, institutional representatives submit nominations. A nominating committee then develops a slate of potential officers representing the various kinds of AACTE institutions. The institutional representatives, by means of a mail ballot, select a president and president-elect, members of the Executive Committee, and representatives to NCATE. The president and the immediate past president are officers of the Association. The executive secretary serves as secretary-treasurer.

The Executive Committee is responsible for the general activities of the Association. In addition, constitutional standing and *ad hoc* committees are responsible for specific aspects of the Association's programs. At the present time, there are, in addition to the Executive Committee, four standing committees: Committee on Studies, Committee on International Relations, Committee on Public Relations and Publications, and Committee on Government Relations. There are also continuing committees: Evaluative Criteria Study Committee and Committee on the AACTE Consultative Service. Other committees are established as needed.

Institutional representatives attending the Annual Business Meeting are charged with the conduct of Association business. During the meeting, institutional representatives may hear reports, take action on proposals, and otherwise express their wishes to the officers and staff.

Every other year, the Association holds a School for Executives which provides for intensive interaction between members of the Association. While this School for Executives is not a business session, it nevertheless provides a time when the Association can look at relevant issues and responses to those issues.

The headquarters staff conducts much of the business of the Association. The Executive Committee appoints an executive secretary who is authorized to add associate secretaries and additional supporting personnel. At the present time, there are six associate secretaries and twenty-seven supporting personnel, including professional editorial staff, bookkeeping staff, and secretaries.

State liaison representatives are selected by the Executive Committee to serve as two-way communications links between the Association at large and the member institutions in each state. The liaison representatives make suggestions for new members, provide a supporting role for new institutional representatives, keep the Association informed on member needs, and provide some channels for establishing government relations. In recent years, there has been some move toward the establishment of state organizations. Institutional representatives of AACTE have met to plan ways in which their statewide relationships might be coordinated. These state units currently are autonomous. Their operations are being studied with great interest by the national organization as a possible supplement to the kinds of activities which can be carried on nationally. The implementing of the Education Professions Development Act and the increased activity of some state legislatures in matters affecting teacher education have provided considerable stimulation in the development of AACTE state units.

Institutional representatives are the basic resource of AACTE on each member institution campus, with responsibilities to their colleagues and to national organizations. Ultimately, the effectiveness of AACTE depends in large measure upon the work that institutional representatives do to translate the activities of the Association into meaningful terms for teacher educators on member campuses. Further, they have a key role in making sure that the Association is responsive to the needs of teacher educators. The Association makes a special effort to have their wishes and needs known to the officers and staff. At the Annual Meeting and in varied committees and projects, institutional representatives have many opportunities to serve the profession through AACTE.

These and other activities exemplify the Association's readiness to take part in large-scale contemporary efforts to vitalize teacher education.